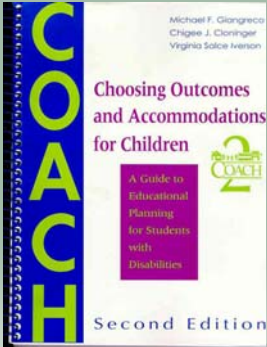


IEP Planning

Including the Family Throughout
the IEP Process



Using a tool such as COACH 2 is one way to include the family in the IEP process

COACH

➤ COACH is a planning tool designed to identify the contents of a student's educational program and strategies for implementing this program in general education settings

- Part A, Determining a Student's Educational Program
- Part B, Strategies and Processes to implement a COACH Generated Educational Program

COACH - Part A

- Family interview
- Additional learning outcomes
- General Supports
- Annual Goals
- Program at a glance
- Short term objectives

COACH – Part B

- Organization and informing the instructional planning team
- Scheduling for the student with disabilities in the classroom
- Planning and adapting instruction
- Evaluating the impact of educational experiences

Determining an Educational Program



Inclusive Education

- All students are welcomed in general education. The general education class with support is the first option considered regardless of disability type or severity
- Students are educated in classes where the numbers of those with and without disabilities is proportional to the local population
- Students are educated with peers in the same age groupings available to those without disabilities

Inclusive Education

- Student with varying characteristics and abilities participate in shared educational experiences while pursuing individually appropriate learning outcomes with necessary supports and accommodations
- Shared educational experiences takes place in settings predominately frequented by people without disabilities

Inclusive Education

- Educational experiences are designed to enhance individually determined valued life outcomes for students and therefore seek an individualized balance between the academic/functional and social/personal aspects of schooling
- Inclusive education exists when each of the previously listed characteristics occurs on an ongoing daily basis

Inclusion Participation Options

- Program
 - What is taught – e.g. curriculum, IEP goals
 - Instruction and Assessment
 - Access skills, social skills, etc. integrated throughout the day
- Supports
 - What is provided to assist the student in accessing and achieving his/her educational program – e.g. materials, teaching strategies, personnel
 - UDL
 - SETT Framework

Principles Forming the Basis of COACH

- Pursuing valued life outcomes is an appropriate aspect of education
- The family is the cornerstone of educational planning
- Collaborative teamwork is essential to quality education

Principles Forming the Basis of COACH

- Coordination among support service providers is essential to appropriate education
- Using problem-solving methods improves the effectiveness of educational planning
- SPECIAL EDUCATION IS A SERVICE, NOT A PLACE

FAMILIES ...

- know certain aspects of their children better than anyone else
- have the greatest vested interest in seeing their children learn
- should be approached in culturally sensitive ways
- are likely to be the only group of adults involved with a child's educational program throughout their school career

FAMILIES

- They have the ability to positively influence the quality of educational services provided in their community
- They must live with the outcomes of decisions made by educational teams, all day, every day

COACH

- Designed for use with students ages 3-21 with moderate to severe disabilities
- Completion time varies, the family interview will take at least one hour
- It can be facilitated by any team member familiar with the process

COACH

- The time and place should be individually negotiated with the family
- It should be initiated prior to the IEP meeting
- Complete Part A once every 3 years
- Part B is ongoing

Determining an Educational Program